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ABSTRACT

This paper discusses a technique for evaluating the comprehensiveness, feasibility and viability of project models. The developed technique is based on the assumption that a school staffing model is an organizational pattern demonstrating certain specific characteristics. A method for describing these characteristics has also been developed as a part of the evaluation scheme. Three formative instruments for model evaluation are included under the title, "School Personnel Utilization Forms" (See TM 001 349). (CK)

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A Paradigm for the Evaluation of School Staffing Models: An Empirical Study

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A PARADIGM FOR

THE EVALUATION OF SCHOOL STAFFING MODELS:

AN EMPIRICAL STUDY

By

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Description of Model Analysis

When an innovative project is in the developmental stage, it is essential for evaluative research to develop the tools and techniques which offer optimal utility. Formative evaluation applied during the developmental stages of the project is one approach towards preventing inadequate results. Implicit in formative evaluation, is the need for field testing prior to revision. For many school programs this may prove to be an expensive procedure, both in terms of time and funds - perhaps even in terms of human talent.

The requirements of federal funding procedures have inadvertantly offered a simulation technique which, when adequately evaluated, provides feedback for program revision and prevents misallocation of valuable resources before action is instigated.

The rather specific requirement that a proposal for funding reflect the desired end product, insures the opportunity of "testing" the paper and pencil model prior to implementation. Since the project model should designate the developmental milestones and holistically represent the intents, processes, and anticipated effects of the entire project, it clearly marks a point where formative evaluation is necessary to maximize the project's potential for meeting the needs of the participants.

A technique for evaluating the comprehensiveness, feasibility and viability of project models has been developed which is based on the assumption that a school staffing model, such as the School Personnel Utilization project in the state of Florida, is an organizational pattern demonstrating certain specific characteristics. A method of describing these characteristics has also been developed as a part of the evaluation scheme. A logical first step

in the formative evaluation of the model is to describe its organizational characteristics. Project leaders who have designed a model need to determine whether the organization they have developed is consistent with their concept of the differentiated staffing pattern. Since the realization of anticipated outcomes depends on the successful functioning of the program design explicit in the model, the model must be examined in the light of its potential for producing desired outcomes. This potential is embedded in the nature of the organizational framework which was examined in several ways.

Documents purported to be the models for the Florida Network Differentiated Staffing projects were delivered to the evaluation team, and subjected to the application of two of three instruments which were developed and which are described below. An important feature of these instruments was the free flow of descriptive and diagnostic information between model designers and model evaluators, thus removing any semblance of threat from the evaluation process and providing objective information to the participants.

A Components Analysis instrument (found in Appendix A) was devised to study the question of comprehensiveness. It consisted of three phases: 1) an external examination of the model document to identify the components included or omitted; 2) internal-external consensus regarding the findings; 3) internal decisions as to needed change. The instrument entailed no judgements as to the adequacy of the components.

The second instrument, a Constraints Check List, was developed to determine the extent to which the model was feasible with respect to personnel, student body, plant, equipment and materials, funds, time, public opinion, political climate, etc. This instrument was not used, as it required extensive interaction with many non-school individuals at a project location. (See Appendix B)

The third instrument, Profile of School Organizational Characteristics, (in Appendix C) provided a picture of the project's locations on the various spectra of a comprehensive Conceptual Model of Staff Utilization.[1] (An outline of this model may be found in Figure 1.)

The first instrument is a straightforward managerial tool and was therefore not field-tested. The Profile of School Organizational Characteristics was field-tested in a Leon County secondary school and subsequently administered in two Dade County schools, one Sarasota school, one Arizona school, and one California school. The data reported in this document include only the Florida evaluation sites.

Thus, the comprehensiveness of the model was studied, as were intents, processes, and effects. Questions were raised whether necessary dimensions were implicit or explicit, and whether additions, deletions, or revisions were required to give the model greater scope. The feasibility was probed. Feasibility encompassed questions of appropriateness, compatibility, legality, availability of input, relevance, credibility, and acceptance. A primary concern was whether the model was operable--whether it had been constructed within the contextual variables which delimited its functions.

Four organizational types were hypothesized and the models were classified using a Likert-type scale at the ordinal level. The model was then plotted along various spectra of school structural variables, such as staffing pattern, inter-personal relations, student outcomes, decision making processes, etc. These scales are reproduced in the instrument found in Appendix C. Graphic profiles, found in Figures 2, 3, and 4 were prepared for each model as well as computation of component scores so that the strengths and weaknesses of the models were apparent to the project participants. In this way priorities could be established, and action scheduled without undue hardship or waste.

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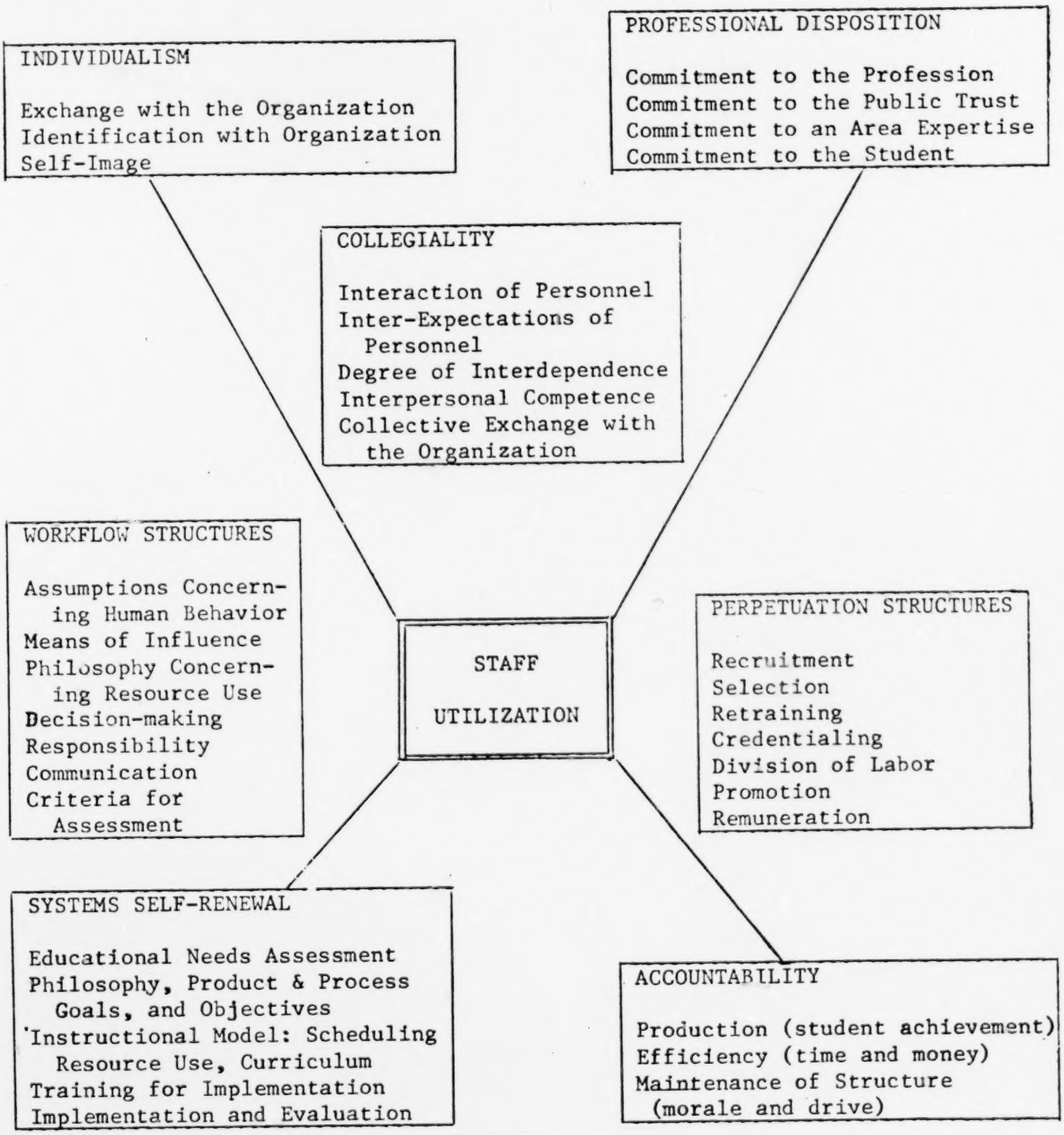
[1] DeBloois, M. L., A Conceptual Model for Organizational-Structural Innovations, Evaluation Training Center, Department of Educational Research, Florida State University, 1970.



A Conceptual Model

Figure 1

Method Employed in Model Analysis

Two members of the Evaluation Training Center prepared independent analyses of each of the models using the Profile of School Organizational Characteristics. Complete references in the model were listed for each dimension examined. The two evaluators compared their findings, checked and corrected discrepancies. Differences were generally due to failure of one of the evaluators to locate a dimension within the project proposal or written model, which were easily adjusted. In most cases the evaluators were in agreement.

In the model analysis some difficulty was encountered when a dimension was completely omitted from the model. Earlier and more accurate use of the Components Analysis would have corrected this problem by locating a missing component with subsequent revision of the model prior to the more detailed analysis.

Information regarding this analysis was submitted to the project leadership during the on-site visits. The Project Director and interested staff were shown a copy of the Profile of School Organizational Characteristics developed for their Staffing Model by the two evaluators. Point by point the profile was discussed. Whenever disagreement was encountered between the evaluators rating and the beliefs or intents of project leadership, and sufficient documentation could be given supporting the project view, the profile was adjusted.

Ultimately, consensus was arrived at and the profile reflected the project director's description of his staffing effort as well as the views of the independent rating by the evaluators.

Five months following the initial administration of the three model analysis instruments, project directors were contacted and carefully quizzed concerning any revisions in their respective models. Although in each instance

minor changes had indeed taken place, for the most part the models have remained unaltered since the analysis was first performed. Through this type of frequent analysis, a project's staffing model may be kept current and thus serve as a reflection of the staffing structure desired once the project's objectives have wholly been implemented.

Data Analysis and Interpretation

Component scores on the organizational profiles and means for each component are shown in Table 1. Table 2 gives the means and standard deviations based on these scores. Omitted dimensions, those assigned a zero, were not included in computing means.

These data should be interpreted with caution since several problems inherent in the nature of the instrument must be considered. First, the scale is assumed to be ordinal and continuity of organizational type has not been demonstrated. Second, a complete validation of the instrument has not been accomplished since it was not feasible within the resources available to the SPU project. However, an assumption that a mean score indicates a greater or lesser degree of approximating the total differentiated staffing concept may be warranted, particularly where the variance of component scores is small. Due to the nature of the data, a statistical test of the significance of the difference between means was not considered appropriate. It is intuitively apparent, however, from Table 1, that the Sarasota model analysis differed from the other two and that the means and standard deviations of North Miami Beach High School, and Norwood Elementary are similar.

Table I

Component Scores

Item No.	Norwood	North Miami Beach High School	Sarasota	Mean
A 1	12	12	8	10.7
2	17	15	8	13.3
3	14	16	12	14.0
4	17	15	0	10.7
B 1	16	17	14	15.7
2	15	19	5	13.0
3	16	16	13	15.0
C 1	18	16	14	18.0
2	18	19	16	17.7
3	17	17	14	18.0
4	10	10	13	11.0
D 1	14	15	11	13.3
2	18	17	13	18.0
3	19	17	13	16.3
4	18	17	9	14.7
5a	17	18	13	18.0
b	17	18	7	14.0
6	17	17	13	15.7
7a	0	0	8	2.7
b	0	0	9	3.0
8a	15	19	18	17.3
b	18	18	15	17.0
c	17	19	13	16.3
d	17	17	16	16.7
E 1	16	19	13	18.0
2	18	19	16	17.7
3	16	17	5	12.7
4a	19	19	14	17.3
b	19	19	8	15.3
c	16	19	0	11.7
5a	19	19	19	19.0
b	19	16	15	16.7
c	17	16	16	16.3
F 1	15	16	13	14.7
2	15	15	11	13.7
G 1	18	15	11	14.7
2	18	19	16	17.7
H 1	0	15	11	8.7
2	15	15	0	10.0
I 1	16	15	15	15.3
2	14	19	14	15.7

TABLE 2

Means and Standard Deviations Profile
of School Organizational Characteristics

	Mean	Standard Deviation
Sarasota	12.09	3.341
North Miami Beach High School	16.94	1.746
Norwood Elementary School	16.86	1.692

Another approach to analyzing the profile component scores which overcomes some of the scaling problems was taken by preparing a graphic profile of each model based on its component scores (Figures 2, 3, and 4). Rather than interpreting the analyses from an overall average, these graphic profiles reveal certain potent features of the models.

The horizontal lines on each profile show the division of the organizational types. From this, it can be seen that the components of the North Miami Beach High School and Norwood models fall mainly in the number III and IV organizational types, while the Sarasota model components fall mostly in the II and III areas.

The graphic profiles lend themselves well to an examination of the separate components. For instance it is immediately apparent that the Norwood and North Miami Beach High School models failed to include provision for direction of information flow and amount of information. The communications element is included in the Sarasota model, but provisions for needs of the individual, method of inservice training and affective outcomes of students are lacking.

It is worth noting those components which rated very high or very low according to the descriptive device, since it is one indication of the

Norwood Elementary School

Model Analysis

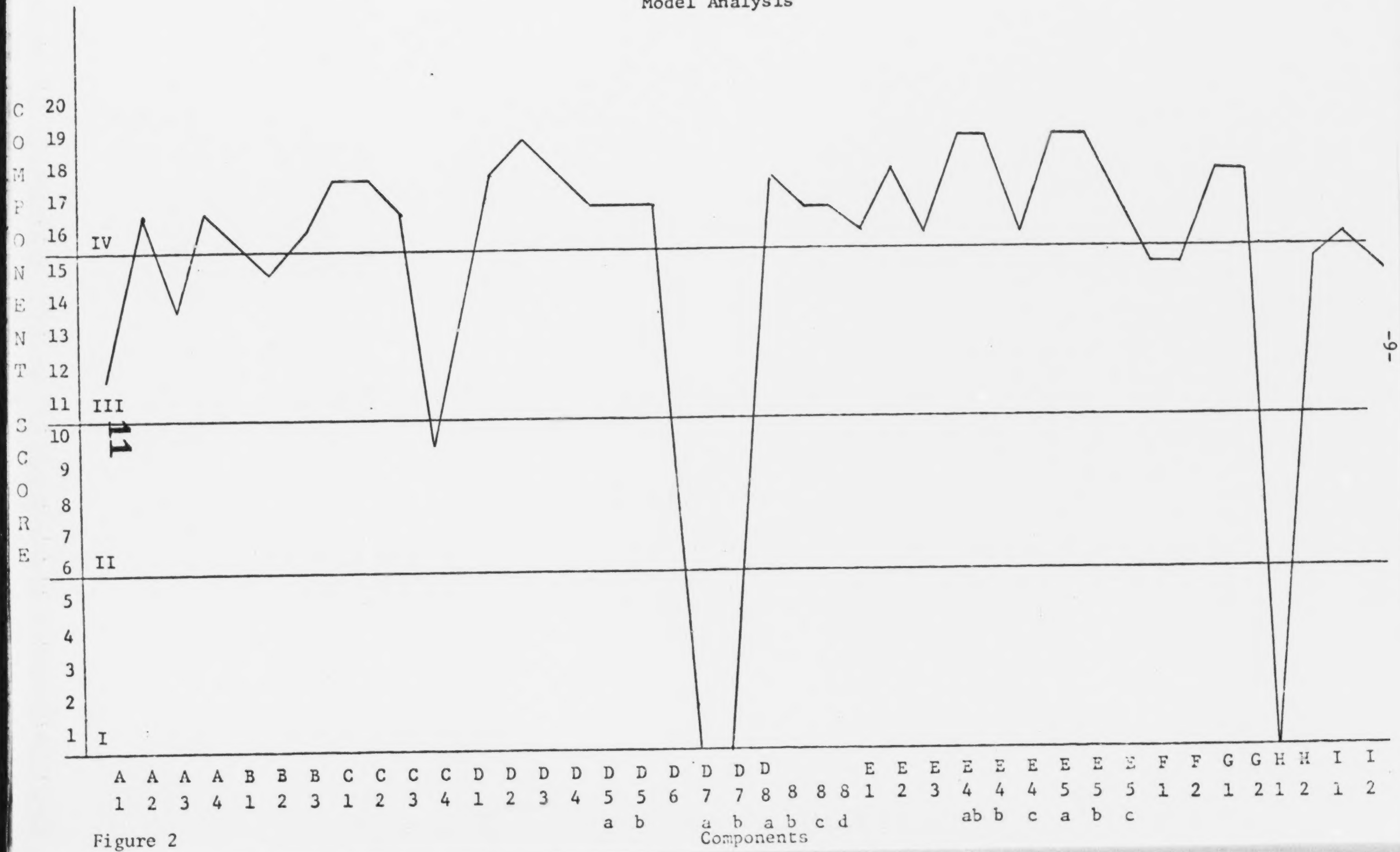


Figure 2

intended emphasis (or de-emphasis) of the SPU projects. Table 1, as well as the graphic profiles, show that E5a, staffing pattern, rated a score of 18 to 20 on each of the three models analyzed. This is clearly consistent with the prevailing perception of more effective school personnel utilization projects as primarily staffing patterns wherein vertical and horizontal differentiation of instructional personnel is established at all professional levels.

At the other extreme, excluding omitted components, a low rating (1 through 5) was not given to any one component for each of the models analyzed. This is also an indication of the comprehensiveness of the dimensions of the instrument.

An examination of the mean rating for each component indicates that C2, commitment of the professional to expertise, E5a, staffing pattern, and G4, affective outcomes of students, received the greatest emphasis (means 18 to 20); while the least emphasis over all models analyzed was placed on D7a and D7b, communication processes, and A1, personal goals of the individual, although these means were not below the number III organizational type.

Specific Model Descriptions

Norwood Elementary School

As one examines the peaks on the graph in Figure 2, it is evident that the Norwood model provides for much flexibility in the area of the professional's commitment to the student (C1), where teaching strategies are responsive to student needs and materials are to be highly individualized. There is a commitment evident to the professional's expertise (C2), and educational personnel are to be trained to fulfill specific performance criteria as

identified in specialized job descriptions. Participation of teaching personnel in community affairs is encouraged (C3), and individuals in the profession should adhere to standards of professional ethics.

The Norwood model establishes a facilitative climate, where the behavior of the staff is motivated through positive incentives (D2). Authority is vested, to a large degree, in the individual (D3) and leadership emerges in response to objectives of a task at hand. There is no one "boss" from whom all staff takes "orders" (D4). Item 1 in Appendix D contains a decision flowchart prescribed by the model.

In the Norwood model, the selection of new personnel is a matter of interest to the total staff and is decided through consensus of the staff based on objectives to be achieved (E2). Continual inservice training is considered essential to provide the instructional staff with skills required to achieve the objectives of the instructional program (E4a, E4b). An instructional team, composed of a teacher leader and supported by educational specialists and clerks, is proposed by the model (E5a). An organization chart is Appendix D, Item 2, describes the Norwood Structure. Remuneration in the Norwood Staffing Model is based on the type and amount of responsibility assumed by the individual, rather than on his seniority (E5b).

The Norwood staff, in the planning of a model, has anticipated the desired performances of its students by proposing written behavioral objectives as a basis for instruction. These cover both achievement and attitudinal concerns (61, 62).

The lowest points on the graph indicate areas of lesser emphasis in the Norwood model. The model encourages both student and staff to self fulfill, as long as it occurs under supervision, within the organizational schedule. There is no <u>real</u> provision for the individual to self actualize--decide for himself--and rise to the level of his competence at his own pace in his own way. This is intentionally a part of the model reflecting the political and social climate of the community served by the school (A1, A3).

The model allows for training some of the staff in interpersonnel relations, but many individuals, who perhaps need this type of training in order to create the best learning climate, will not receive it (B2).

The professional educator working in Norwood, once the model is implemented, will find some difficulty carrying out a commitment to the profession, since the professional organization has been given no responsibility or opportunity to judge the professional practices of teachers in the school's staffing model (C4).

Salary incentives, status incentives, and opportunity for fresh experiences are offered as the basic motivational factors; however, the model does restrain, to a degree, the individual who finds motivation in being allowed to achieve his own goals which may match those of his colleagues or those of the school (D1).

Communication and the flow of information was not included in the Norwood model. It appears that unless this is planned for and written into the model, adequate communication will be a matter of chance and a function of the ingenuity of the staff. Information will be available only upon the request of a member of the staff (D7a, D7b).

It appears that the Norwood model is a little soft in the evaluation area. That is to say, teachers will likely evaluate their programs informally, rather than as a part of a comprehensive schoolwide evaluation system. In addition, it appears that evaluations of teachers will be random and carried out by an external agent, rather than through a planned internal self-evaluation based on performance criteria which are established by the teaching staff of the school (F1, F2).

Finally, at Norwood, if the model is fully implemented, there is some danger that the staffing "gains" or "losses" will not be adequately documented and used in second or third cycle attempts at staff improvement. The model provides no adequate mechanism for self renewal which will

allow data gathered from the pilot project to be processed and used in future developmental efforts (H1). As such, problems will be met and perhaps solved, as they arise, but little contingency planning will occur which might anticipate problems and eliminate their crisis nature (I2).

North Miami Beach Senior High School

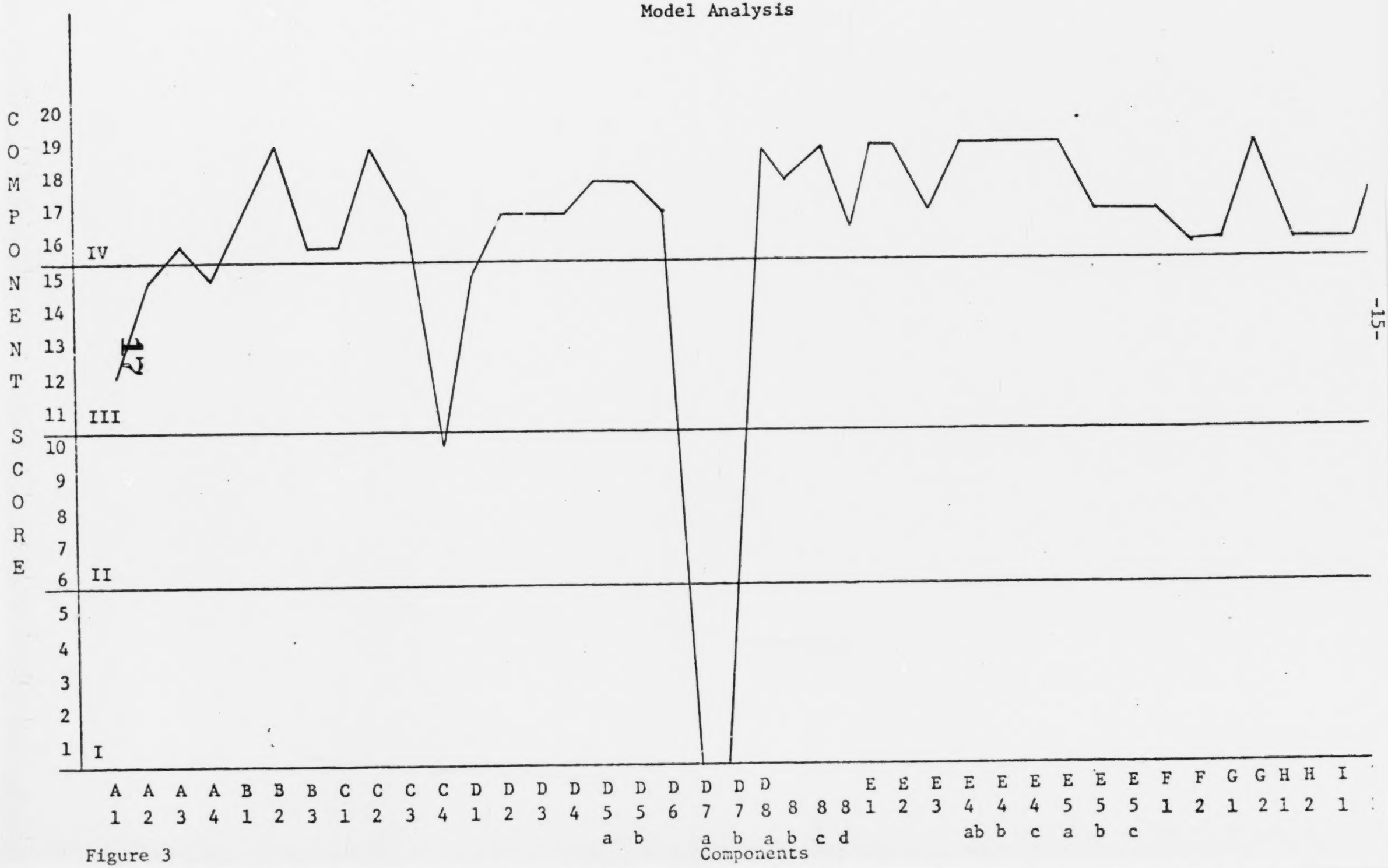
The graph of the North Miami Beach Senior High School Staffing Model on Fig. 3 is remarkably similar to that of Norwood Elementary School in the light of the two having been evaluated separately by two independent judges. The similarity, however, is not so unusual when viewed historically. Both schools are part of the Dade County project and are influenced by that county's project director. Although the models were developed after considerable input by the staffs and administration of the respective schools, the guiding influence of the project director cannot be mistaken in both models.

Since the North Miami Beach Model profile differs so slightly from that of the Norwood Elemntary School, only those points of contrast will be included in this description. Actual differences in the models are described in Appendix E, Items 1, 2, and 3.

At the Senior High School the model proposes training in interpersonnel relations for all instructional personnel. This training is given much emphasis as can be seen on Figure 3 (B2).

North Miami Beach Senior HIgh School

Model Analysis


COMPONENT SCORE
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A 1 A 2 A 3 A 4 B 1 B 2 B 3 C 1 C 2 C 3 C 4 D 1 D 2 D 3 D 4 D 5a D 5b D 6 D 7a D 7b D 8a D 8b D 8c D 8d E 1 E 2 E 3 E 4ab E 4b E 4c E 5a E 5b E 5c F 1 F 2 G 1 G 2 H 1 H 2 I 1
Components

Figure 3

The Model proposes continual inservice training, but unlike the Norwood Model, NMBSHS proposes a training program for all instructional personnel which is congruent and concurrent with the instructional program of the school (E4c).

In the High School Staffing Model, there is a relatively strong concern for a system of self renewal, where a systematic approach to change is incorporated by the school planner. This is also the case in the Elementary School, but in the High School there is a greater emphasis on systematizing the planning (H1). The High School Model "hints" of establishing a sophisticated program planning budgeting system, while the Elementary Model seems to propose (only vaguely so) a detailed breakdown of costs (I1).

The High School Model of Staff Utilization proposes a form of continuing management. Although it is somewhat implicit, the High School leadership insists and gives some evidence it is there (I2).

Just as in the Elementary Model, the High School Staffing Model does not really encourage a professional commitment from its staff toward the teachers' organization. Very little opportunity is available for the teachers' organization to act positively in the professional development of the school's teachers (C4).

The motivation of students and teachers is also a step away from that proposed by many management specialists and organizational theorists who propose self-actualization of individuals by increasing opportunities for self-direction and management by

objectives (A1).

Communications and information flow are omitted by the Model (D7a & b). This omission is perhaps the only serious "flaw" in the Model, but it is one which, if left uncorrected, could result in problems of major proportions during the implementation stage.

Sarasota Project: Venice Junior High School

A preview of Fig. 4 readily demonstrates a difference in the profile of the Sarasota Model and those developed for the Dade County Models. The most apparent difference is that the Dade County Models were an organization III-IV type, while Sarasota is an organization II-III type. There are several reasons for this which are acknowledged by the project leadership in Sarasota. First, the Sarasota Model was intended primarily to structure instructional salaries, responsibilities, human resource utilization, and communication, thus the peaks on Fig. 4 at D7a, D7b, D8a, E1, E5a, and E5b. It was not intended to be comprehensive and include all the staffing elements which are found in the model analysis instrument.

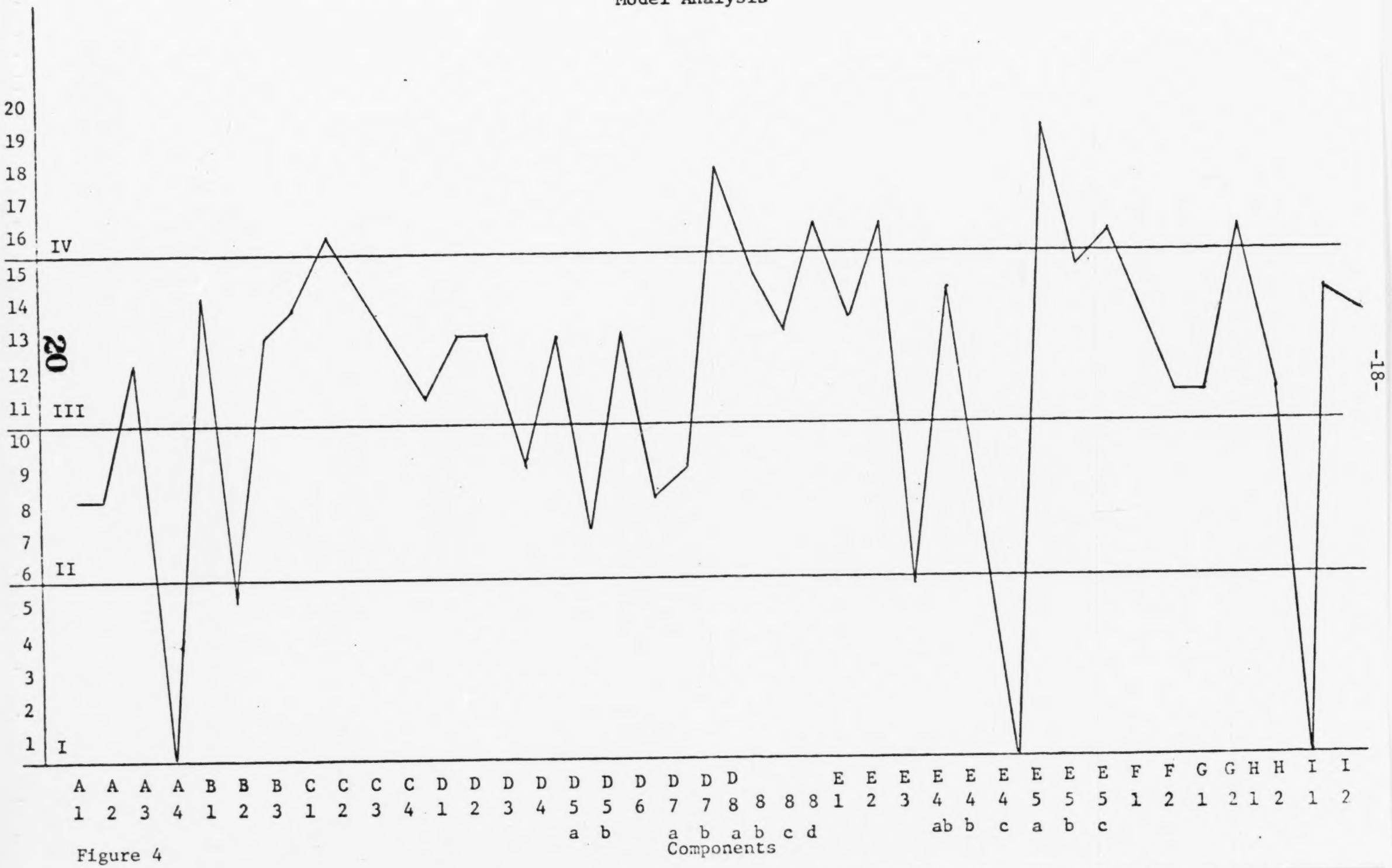
Second, the Sarasota Model was developed much earlier than the others in the Florida Network, and therefore could not benefit from the extensive development which has occurred in the flexible staffing concept over the past two years.

Finally, the Sarasota Model was developed as a general example at the district level, allowing for extensive modification and flexibility when it was implemented in a given school (or in separate departments of a school as is the case in Venice Junior High). As a result of this strategy, the entire Model is less

Venice Junior High School

Sarasota County

Model Analysis


SCORE
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Components

Figure 4

specific than others in the network. Now that the reasons for the marked differences have been discussed, the Sarasota Model can be described.

In this Model formal groups are to be established for planning and problem solving, such as district steering committees, faculty boards, etc., and teamwork is defined and encouraged by the staffing structure (B1, B3).

There is planned within the various job descriptions much flexibility, so that teaching strategies may be formed in response to student needs and learning materials can be individualized. Teachers are to receive training which is based on the instructional objectives of the school in methodology as well as content (C1, C2, E4a).

The community resources are to be tapped in effort to enrich the students' learning experiences. By developing more flexible use of the school schedule and the instructional space available and engaging in an ongoing effort of curriculum development, the individual needs of the student may be met (D8a, D8b, D8d).

The Staffing Model proposes an instructional team composed of a team leader (directing teacher) educational specialists (staff teacher and instructors), and highly trained aides and clerks. Remuneration is based on the type of responsibility one carries and the amount of that responsibility (length of contract and decision making authority) rather than seniority or credential.

Advancement within the structure will be performance, rather

than time based, and heavily influenced by an evaluation by one's colleagues (E5a, E5b, E5c).

The Sarasota Model emphasizes student outcomes, measured by achievement of performance objectives. There is particular emphasis in the Model on the attitudinal growth of the student (G2). Several points in the evaluation instrument register zero as is seen on Fig. 4. The Sarasota Model does not concern itself with these elements of flexible staffing.

The Model makes little provision for the fulfillment of the needs of the instructional staff, despite its concern for individual needs of students. Job satisfaction is not covered in any description of the Model (A1 - A4). Skill in interpersonnel relations was not mentioned nor was any training proposed which would facilitate better interpersonnel interaction. Inservice training of any kind is left to the discretion of the particular school implementing its version of the general model (B2, E4c).

Better decision making is something teachers can learn. The Sarasota Model calls for increased participation in decision making yet provides no training for the same (D5b). In a similar vein, the Model structures an impersonal one-way information flow system which makes only a limited amount of information available to the staff (D7a, D7b).

Little attempt is made in the Model to broaden the base of educational personnel certification, nor is there much emphasis on placing it on a performance base (E3).

The Model does not address itself to the problem of evaluation and self renewal--nor did many flexible staffing models of

that vintage. Perhaps as a result of this lack of emphasis, the Sarasota Model remains somewhat primitive. Considerable development has occurred in the concept, but the Sarasota Model has provided no mechanism to formally use that new information and update and renew itself (H1, H2).

The Model does provide detailed cost breakdowns, but has no provisions for anticipating problems and does not provide for contingency planning.

Recommendations

It is strongly recommended that the sequence of instruments be followed in future evaluations of models in order to insure a complete formative evaluation. Further research into additional components which may be common to schools is needed plus investigation of constraint variables.

The Profile should not be construed, in its present form, as a measuring device built on precisions scales, but rather as a means of simultaneously estimating the location of a school on various organiztional structural dimensions. A complete validation of the instrument using sophisticated techniques was not feasible within the resources available to the SPU project, therefore further research and refinement of this instrument is recommended.

Future Development of the Paradigm

Acceptance of the model deals with the reaction of the human environment to the impact of the model. It is more directly measurable than some of the other variables of feasibility and lends itself to the design of this paradigm. It would be helpful in revising a model to be aware of community reaction, especially where a controversial idea is received with extreme feeling. (Community includes parents, other citizens, other administrators in the system, school board, etc.) For example, would it be

practical to cling tenaciously to a policy of non-conformity for students and staff when the community is highly conservative and vociferously opposed to it? At the very least, the project personnel should be forewarned!

Assessment of the model's acceptance can be facilitated by an existing instrument. When the organizational profile has been established from the application of the Profile or Organizational Chart, the evaluator can develop another instrument which lists the items under which the model fell, i.e., the Profile, and submit it to a sample of the community using a degree of agreement scale. This instrument cannot be prepared in advance since it depends on the specific decisions made in the Profile. However, it is a simple matter to list the appropriate choice for each dimension. Through this method, the public has the opportunity to express its opinions about the type of organization proposed by the model. This information should be of enormous assistance to project leaders--either in revising the model or indicating intensified public relations work.

An untried, but recommended, use of the Profile of Organizational Characteristics is for assessing the perceptions of the personnel within a school organization toward the various dimensions of the organization. Such an application may also reveal to management the agreement between what is intended in the model and the perceptions of the staff after implementation of the project. Progress towards intended goals may also be determined.

While the three described instruments were developed solely for use with a staffing model, they have great potential for evaluating the characteristics of any school organization. Observation of isolated incidents and situations often tend to blur the true nature of an organization.

Schools can ill afford to rely on intuitive processes. An example with which we are all familiar is the informal communication network through which each member of the organization hears something different and little of what is important arrives at its proper destination. A well constructed model, carefully evaluated for this component, prevents such dangers.

Appendix A

School Personnel Utilization

Model Components Analysis

Form 09

The purpose of this analysis is to identify the components of the model developed by the project. It does not require a value judgement of the adequacy of the separate components. Its intent is to aid in effecting a complete model and to serve as a guide where change is desirable.

Phase I should be completed by an individual or group external to the project through inspection of the written document. The results of this phase should be submitted to a group within the project and the accuracy of its findings checked (Phase II).

Phase III should then be undertaken by the appropriate project group and decisions made regarding columns (d) and (e).

PROJECT: _____

_____

DATE: _____

	Phase I (External)			Phase II	Phase III (Internal)	
	Not Found in the Model (a)	Implicit in the Model (b)	Explicit in the Model (indicate page No.) (c)	Confirmation	Not Applicable to the Model (d)	Will be Included in Model Revision (e)
I. Intents:						
1. Statements of philosophy						
2. Statements of policy						
3. Statements of goals						
4. Statements of objectives						
a. Regarding personnel						
b. Regarding instruction						
II. Processes:						
1A. Hierarchical staffing pattern						
a. Role delineation						
b. Responsibility						
c. Remuneration						
1B.						

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	Phase I (External)			Phase II	Phase III (Internal)	
	Not Found in the Model (a)	Implicit in the Model (b)	Explicit in the Model (indicate page No.) (c)	Confirmation	Not Applicable to the Model (d)	Will be Included in Model Revision (e)
2. Training						
3. Recruitment and selection of personnel						
4. Decision making						
5. Communication						
6. Evaluation						
a. of personnel						
b. of instructional system						
7. Revision and change						
8. Constraints, alternatives						
9. Control						
10. Dissemination						
11. Use of Space						
III. Effects:						
1. Anticipated outcomes						
a. personnel						
b. students						
c. instructional system						

Appendix B

School Personnel Utilization

Model Constraints Analysis

Form 10

The purpose of this checklist is to determine the appropriateness and feasibility of the SPU Model with reference to limitations which may be placed upon it. A utopian model may be ideal and highly desirable, but completely unworkable. It is the intent of this checklist to place the Model in its proper focus with regard to constraints imposed on it.

If data have been collected which described the conditions listed below, it will be a simple matter to check the appropriate statement. If data are not available, the instrument should be completed by a group consisting of individuals who have developed the Model, those who will implement the model, and those who have a priori knowledge of the listed items. Responses should be arrived at through consensus.

An inspection of the completed list should be made; discrepancies with the Model noted; and revision of the Model, in view of the new information, instituted.

PROJECT: _____ Date: _____

1. Personnel
(required by the model)

____ Limited pool of qualified professionals.
____ Professionals available but limited pool of paraprofessionals.
____ Limited pool of upper level professionals.
____ Needs of model easily met.
____ Other.

2. Student Body
(for which the model is designed)

____ Highly heterogeneous socioeconomically.
____ Homogeneous at lower socioeconomic level.
____ Homogeneous at middle socioeconomic level.
____ Homogeneous at upper socioeconomic level.
____ Other
____ Ethnically heterogeneous.
____ Ethnically homogeneous.
____ Ethnically highly disproportionate.
____ Ethnically moderately disproportionate.
____ Other

____ Cognitive abilities normally distributed for succeeding groups.
____ Cognitive ability distribution positively skewed.
____ Cognitive ability distribution negatively skewed.
____ Cognitive ability level changes from year to year.
____ Other- _____.
____ Attitudes are generally positive.
____ Attitudes are generally negative.
____ Attitudes are normally distributed.
____ Other- _____.

3. Plant
[in which the model will be (is) established]

____ Space is traditional and no expansion possible.
____ Existing space is traditional but alterations possible.
____ Existing space is adequate for current model but expansion limited.
____ Existing space is highly flexible, expansion possible.
____ Other- _____.

4. Equipment and Materials
(in the model design)

____ Adequate for model designed but additional assets not obtainable.
____ Not adequate for model designed; additional assets obtainable.
____ Adequate for model designed.
____ Unlimited material available.
____ Other- _____.

5. Funds
(to implement the model)

____ Adequate for model designed, but insufficient for additions to model.
____ Not addquate for model designed, but additional funds available subject to approval.
____ Model is designed according to budgeted funds.
____ Unlimited funds available.
____ Other- _____.

6. Time
(required for full implementation of the model)

____ Limit set by school board or funding authority can be met by model.
____ Model cannot be implemented by target date.
____ Model is adaptable to time limitation.
____ No target date is required.
____ Other- _____.

7. Environment

a) Public opinion

____ Favorable to designed model.
____ Unfavorable to designed model.
____ No measure of public attitude is available.
____ Model is adaptable to changes in community attitude.
____ Other- _____.

b) Political climate

____ Model is not compatible with traditional community orientation.
____ Highly conventional community, but model is designed to conform.
____ Highly liberal community, any model design is acceptable.
____ Model design is compatible with community orientation and flexible for change.
____ Other- _____.

c) Geographical factors

____ Model designed according to limitations of location.
____ Model is adaptable to any limitations.
____ Model designed with future limitations in view.
____ Model does not take geographical limitations into account.
____ Other- _____.

d) Other schools
(horizontally and vertically)

____ The model is constructed to facilitate mutual exchange with feeder schools of same and different design.
____ The model is in conflict with other schools at same level.
____ The model is similar in design to feeder schools.
____ The model will be implemented in other schools if successful and therefore need not be designed with existing school criteria.
____ Other- _____.

e) Training agencies

____ Available expertise is appropriate for model.
____ Agencies are in process of adopting training to provide appropriate expertise.
____ Training provided locally not suitable for model.
____ Teacher expertise is provided by agencies but unique differentiated skills of paraprofessionals not available.
____ Other- _____.

8. Support Services

____ Psychological services.
____ Media technologists.
____ Research and data analysts.
____ Evaluation.
____ Other- _____.

School Personnel Utilization

Profile of Organizational Characteristics

Form 11

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
A. The needs of the individual						
1. Self fulfillment	The "self" is not recognized. Personnel exist only to serve the school's needs	The "self" is important insofar as it be-ne-	Self fulfillment may be achieved under supervision and within the organizational schedule as long as it doesn't "rock the boat"	An individual is encouraged to self actualize and rise to the level of his competence at his own pace		
2. Self expression	Self expression is not tolerated in the school (for personnel)	Creativity of personnel <u>outside</u> the organization is acceptable	Opinions and ideas of personnel are taken into account	Divergent thinking is actively encouraged and ideas made operational		
3. Freedom of choice	Personnel are required to conform to all rules and regulations	Exceptions may be made to rules by formal application	Rules are made by consensus but all are required to conform	The individual makes his own decisions as to conformity		
4. Job satisfaction	The school is not concerned with job satisfaction of personnel	Job satisfaction is recognized as needed	The school actively promotes job satisfaction to maintain morale	School policy includes an evaluation of personnel job satisfaction aimed at adjusting discrepancies		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found
B. Interpersonal relations						
1. Interaction of personnel	There are no formal means for interaction and exchange of information. Small informal cliques form	Faculty meetings are held at prescribed times for formal interaction among the staff. No other interaction is encouraged	Formal groups are established for planning and problem solving at various levels and within the organization	Interaction groups may form, dissolve, and reform according to the needs of the institution and individuals		
2. Skill in interpersonal relations	Skill in interpersonal relations is not required nor considered important	People should be able to "get along" but interpersonal relations are not considered a required skill for personnel	Skill in interpersonal relations is considered an asset to the individual and important for those in leadership positions	Training in interpersonal relations is given to all personnel		
3. Supportive behavior	A high degree of competition is encouraged by the structure	Cooperative interaction among personnel is not discouraged	Teamwork is defined and encouraged by the structure	There is mutual confidence and trust at and between all levels and it is encouraged by the structure		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
C. Commitment of the professional						
1. To the student	The teacher is an adademician teaching a rigid discipline content	Teachers use special materials which are available from the central office to offer limited alternatives	Teachers group children according to ability and provide a range of instructional materials for each group	The structure is highly flexible and teaching strategies are in response to student needs. Learning materials are highly individualized		
2. To expertise	A basic teaching certificate is sufficient evidence of skill	Teachers are required to maintain skills in specialized areas	Inservice training and practicums are held to provide skills in methodology as well as content ideas	The school is organized around specialized job descriptions and school personnel are trained to fulfill specific performance criteria		
3. To public trust	Staff must abstain from supporting unpopular causes. Professional groups are frowned upon	Staff may act as private citizens in public affairs but "union" tactics should be abhorred	Membership in a professional organization and other civic activities are condoned	Participation in community affairs is encouraged but not demanded. The individual adheres to the standards of professional ethics		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
4. To the profession	There is no quality standard for teachers. Competence is assumed	Administrators are responsible for the competence of teachers	The professional organization of teachers is granted a role in judging professional practices of teachers	The professional organization controls entrance and departures to the profession, sets and enforces standards		
D. Workflow Structures						
1. Motivation of personnel	Personnel are motivated by needs for physical and economic security, e.g., salary is prime incentive to work	Motivation of personnel depends on basic needs, salary, plus the incentive of movement to better job	Motivation of personnel depends on basic needs, salary incentives, status incentives, and opportunities for fresh experiences	The individual is motivated by the need to achieve group and personal goals, which are identical		
2. Means of influence on behavior of personnel	Means of influence on behavior of personnel is coercion to adhere to group norms through punishment of deviates	Means of influence on behavior of personnel is by some praise or reward given, but deviation from norms is punished	Means of influence on behavior of personnel is by positive incentive for adherence to group made norms	No influence is brought to bear on behavior of personnel. Behavior is self controlled; the organization facilitates through positive incentives		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
3. Authority	Line and staff concept of authority rigidly adhered to	Authority is delegated from the top down and horizontally	Groups may be vested with authority for specific tasks	Authority is vested in the individual		
4. Leadership	There is one "boss." Unity of command is important	There is one "boss," but committees and chairmen are selected by principal as his representatives	There is one "boss," but committee chairmen are elected by the group as its representatives	Leaders emerge in response to the objectives of tasks at hand		
5. Decision making						
a. Level	Decision making occurs only at the top level of the school organization, i.e., the principal	Policy is dictated at the top with some decisions made at sub-levels of hierarchy, i.e., ass't. principal	Policy is made at the top with specific decisions at department or grade levels	Decision making occurs throughout the organization by integrated processes		
b. Skills	Only top administrators are considered skilled	Decision making skill is measured by seniority	Training is offered for those in positions of decision making	Training program is developed to enhance decision making skills of all personnel		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
6. Responsibility	The principal is legally 100% responsible for all that occurs within the organization and acts accordingly	The principal, though legally accountable, shares responsibility with middle level management in his school	Department heads are responsible for productivity and performance of those below within the principal's span of accountability	The principal is allowed larger accountability span. Among staff responsibility commensurate with task regardless of level of individual in the organization		
7. Communication process						
a. Direction of information flow	Information flows only from the main office which issues bulletins and directives	Information flows through bulletins and other memoranda issued from the main office and departments	Information from all sources is disseminated by a central processing point; feedback is encouraged	Information is disseminated freely from any point of origin; exchange of views is solicited and encouraged		
b. Amount of information	No information is available to the staff except that which directly concerns them	Information to solve specific departmental problems is offered	Almost every request for information by any member of the staff is fulfilled	The amount of information available to the staff is restricted only by individuals' desire to use it		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
8. Resource allocation						
a. Instructional personnel	Non-certified teachers are frequently involved in teaching children in the stead of certified professionals	Non-certified personnel assist certified teachers in non-teaching duties	Volunteer aides, older students, and paraprofessionals make up an instructional team headed by a professional teacher	Total community resources are tapped to extend students' learning and awareness; professional teachers design and monitor the learning experience		
b. School plant	School plant is constructed according to antiquated plans, i.e., "egg crate" and no changes are made	School plant is traditionally based, but some modification of space allows for limited grouping flexibility	Open space is provided by structure, but flexible grouping is minimized throughout the school year	Open space principle is utilized throughout the school and use of space is adapted to the needs of the current program		
c. Time	Classrooms are self-contained throughout the school and teachers use their own schedules	Students have special subject area teachers and follow a rigid schedule of five classes per week per subject	Students have different subject area teachers; classes scheduled five days per week but schedule is adapted to meet special needs	Flexible scheduling or other means of individualizing student time spent is used; directed independent study is available to every student		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
d. Curriculum	School curriculum meets accrediting requirements and no changes are made. All teachers follow rigidly	Grade level committees review curriculum each year and made adjustments. All teachers follow the same scope and sequence	Curriculum is decided at grade level. Teachers may adapt to class needs	Curriculum development is an on-going function geared to meeting individual student needs		
E. Perpetuation Structures						
1. Recruitment of personnel	Certified teachers are desired but any college graduate is considered for a teaching job	Only certified personnel are recruited	Certified and non-certified personnel are recruited for different jobs	Flexible, adaptable personnel with skills commensurate with job requirements are recruited		38
2. Selection of personnel	Personnel are selected by interview with principal using subjective criteria only	Personnel are selected by interview with principal using criteria of job qualification	Personnel qualifications are based on cognitive and affective skills identified in objectives of school and selected by principal	A qualified individual is selected by consensus of the staff based on specific objectives to be achieved		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
3. Credentialing of personnel	Personnel credentialing is beyond the scope of the school	Subtle subversions are made to employ improperly certified but highly qualified personnel	Certified paraprofessionals are included in traditional credentialing procedures	Instructional certificates based on performance and issued by the teaching profession is a goal of the school		
4. Inservice training						
a. Purpose	Certificate renewal is the only purpose of inservice training	The purpose of inservcie training is to meet accrediting expectations	The purpose of inservice training is to provide teachers new information in their areas of specialization	The purpose of inservice training is to provide teachers skills in areas identified in the objectives of the instructional program		
b. Duration	Inservice training lasts only until required "credits" are earned	Inservice training occurs as the need arises	Inservice training occurs on a regular basis	Inservice training is a continual ongoing function of the school		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
c. Method	Inservice training requirements for teachers are satisfied by registration at a college or by taking a trip for credit	Inservice training requirements for teachers are satisfied by taking courses in "humanities" or other areas	Inservice training requirements for teachers are satisfied by taking courses in area of specialization at a college or university or at workshops sponsored by the district	Inservice training is concurrent and congruent with instructional program for all personnel within system		
5. Division of labor						
a. Staffing	Instruction and allied duties are handled solely by teachers who spend total time in classroom and planning	Teachers plan and teach, with clerical and supervisory duties handled by aides with no specific training	Teachers are assisted by paid, trained paraprofessionals and instructional aides	An instructional team, composed of a team leader, educational specialists, and highly trained aides and clerks design and carry out an instructional program		
b. Remuneration	Teachers and administrators are on separate, single salary schedules with increments for tenure	Teachers have a single salary index with increments, special assignments, 12-month contracts, and tutoring is paid in addition	Remuneration schedule includes increments for authority within the level, i.e., dept. heads earn more than teachers but administrators' salaries may exceed dept. heads	Remuneration is based on type & amount of responsibility assumed regardless of seniority or whether staff members are instructional or adm. personnel		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
c. Promotion	Promotion for teachers means becoming administrators through seniority and subjective judgment of superiors	Teachers may be promoted by becoming supervisors based on seniority and technical competence in specialized area	Promotion of teacher is made within instructional framework based on seniority, credits earned, and certificates held, but teachers remain teachers	Promotion is made within instructional framework (teachers remain teachers) and is based on performance criteria determined by consensus of staff		
F. Evaluation						
1. Evaluation of instructional program	No change in any given instructional program is ever needed. The traditional program is religiously adhered to	An assessment of problems encountered in an instructional program is made	Teachers evaluate their own programs informally and make changes, e.g., "action research"	An in-school evaluation system of the various instructional programs is ongoing and of high priority		
2. Evaluation of personnel	Personnel are hired and dismissed with no objective evaluation of their efforts	Evaluation of personnel is concerned with conformity to the principal's expectations and group social norms	Teacher performance is evaluated by external shource; improvement required where needed	Evaluation of personnel is based on performance criteria through ongoing self evaluation plus feedback from analysis of discrepancies between group made standards & performance		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
G. Student Outcomes						
1. Student achievement	Assessment of student achievement is concerned primarily with student time spent	Assessment of student achievement outcomes are implicit in Carnegie units, course, or grade point requirements	Students should master course requirements. Emphasis is on relative measures of achievement within school and district	Anticipated outcomes of student achievement are performance based according to written behavioral objectives		
2. Affective outcomes of students	Affective outcomes of students are not anticipated	Positive attitudes of students towards learning are taken for granted	Positive attitudes of students are sought by citizenship training	Anticipated attitudinal outcomes of students are detailed in written behavioral objectives		
H. Systems Self Renewal						
1. Review system	Review system is intuitive and historically based	The only review system consists of occasional evaluation of curriculum content	Review system is mostly intuitive with periodic assessment of content and staff use for accreditation	A systems self renewal model or other systematic approach to change is incorporated by the school planners		

How does the Model provide for components of:	I	II	III	IV	Component Score	Model Ref. (X here if not found)
2. Evaluation of system	The school, as a whole, is evaluated by the principal who makes a yearly status report to the superintendent as required by the board	The school is evaluated by committees established to evaluate curricula at grade levels	Internal and external evaluation of the school is provided based on written school objectives	An evaluation with formative input for program development as well as summative program assessment is operational at the school level		
I. Accountability						
1. Cost/benefit analysis	School model includes only budget set by school board	Internal budgeting is allowed by school board for individual schools	School model calls for detailed costs breakdown	P.P.B.S., or similar system, is required by the school model		
2. Problems survey	School policy accepts problems as inevitable	School policy accepts problems as inevitable but they must be coped with by individuals without group assistance	School policy includes formal procedures for meeting problems as they arise	School has a model of contingency planning to anticipate problems and document side effects		

FLOW CHART OF DECISION MAKING
NORWOOD ELEMENTARY SCHOOL

PROFESSIONAL TEACHERS
COMMUNITY
STUDENTS
PARAPROFESSIONALS

IMPLEMENTATION OF PLAN

INSTRUCTIONAL AREAS

Internal Decisions Made by Consensus, with Direction From Designated Leaders

If implications of decision go beyond an instructional

For Approval

FACULTY SENATE

1. Approve
2. Reject
3. Modify

Approved Decision

To Principal

PRINCIPAL

(1) Check District Board Policy
(2) Comments and Reaction

To District Office for approval, if needed, or implement

If approval is not needed. Inform District Office of new status.

Reject or Modify

Return for Modification

RETURNED FOR MODIFICATION

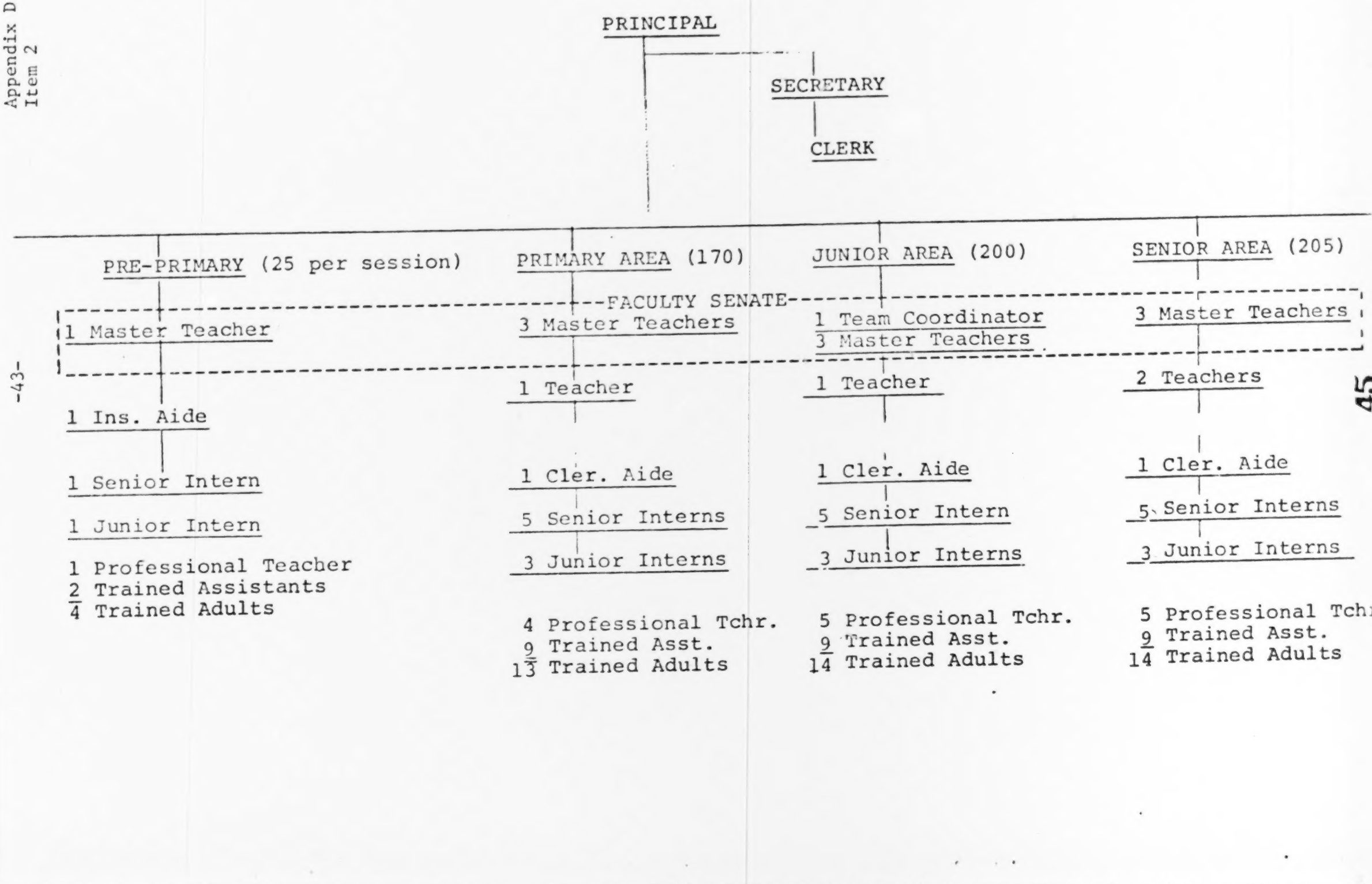
1. Inform
2. Consult
3. Seek Decision

1. Inform
2. Advise
3. Make Decision

PRINCIPAL

Appendix D
Item 2

NORWOOD ELEMENTARY SCHOOL — TENTATIVE ORGANIZATIONAL STRUCTURE



NORTH MIAMI BEACH SENIOR HIGH
Proposed Organizational Structure

Students in each little school will spend 1/2 their time there, 60% of which will be structured.

The other 1/2 is spent either in little school, core, and/or community. At least 60 percent of that time will be structured.

Each school will draw from a bank of nine (9) week mini-courses, according to student request. In addition, non-credit, interest courses will be created in a continual process.

CORE

- 3 Driver Education
- 2 Home Economics
- 4 Vocational Educa.
- 3 Industrial Arts
- 3 Business Education
- 3 Foreign Language
- 3 Performance Arts
- 4 Para-professional aides
- 10 Interns

In-service Coord.

- 2 Media Specialists
- 2 Media Technicians
- 2 Librarians

Social Worker

Human Relations

Community Resources

4 LITTLE SCHOOLS (Typical)

Approximately 600 Students

- 1 Teaching Designer
- 3 Teaching Prescribers
- 1 Resources Specialist
- 10 Facilitating Teachers
- 10 Instructional Interns
- 4 Para-professional Aides to be Instructional and/or clerical as the team desires

Disciplinary Coverage in each Little School

- Language Arts
- Social Studies
- Mathematics
- Science
- Art
- Humanities
- Physical Education

Steering Committee (8)

Elected Leaders (5) — Principal — Two Students

Business Manager — Vice-Principal — Community Relations Director

Appendix E
Item 2

PROPOSED SALARY SCHEDULE

NORTH MIAMI BEACH SENIOR HIGH SCHOOL
DIFFERENTIATED STAFFING PROJECT

The proposed salary schedule has been approved by the Steering Committee and falls within the normal allocation for the school. All ratios are based on the 196 day teacher salary schedule. Provisions for the balance of the allocation follow the proposal. This does not encompass administrative positions already alloted supplements.

Basic allocation----------117.2

NUMBER	POSITION	RATIO	EXTENSION
6	Teaching Designers (One in each little school plus a Human Relations Consultant and an In-service Coordinator)	1.25	7.5
12	Teaching Prescribers	1.15	13.8
8	Resource Specialists (includes one in each little school, two Media Specialists and two Coordinating Librarians)	1.00	8.0
61	Facilitating Teachers (little schools and core)	1.00	61.0
5	Leadership Supplements (for elected leaders in each component)	.25	1.25
50	Instructional Interns (ten in each component)	.2	10.0
2	Media Technicians (non-instructional)	.75	1.5
20	Teacher Aides (four in each component--instructional or clerical)	.4	8.0
1	School Social Worker	1.15	1.15
		TOTAL	112.2

FLOW CHART OF DECISION MAKING
North Miami Beach Senior High

Community
Students
Community Resource Specialist
Human Relations Specialist
In-service Coordinator
Core Teachers
Psychologists
Behavioral Consultant

IMPLEMENTATION OF PLAN

Idea contained within little school's function

LITTLE SCHOOLS

With direction from elected leader.upon a consensus decision.

If implications of idea go beyond a little schools function → For Approval

BUILDING SENATE

1. Approve
2. Reject
3. Modify

Approved Plan → To Principal

PRINCIPAL

(1) Check District or BPI Policy
(2) Comments and Reaction

To District Office for approval, if needed, or implement if approval is not needed, but inform District off. of new status

Reject or Modify

Return for Modification

RETURNED FOR MODIFICATION

Administration
Consultant
District

Appendix E
Item 3

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